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ABSTRACT

One of twelve instructional units in the Native American Career Education (NACE) program, this unit is intended to help Indian junior high school students develop cooperative group interaction skills, particularly those needed to resolve group conflicts, and to realize the importance of understanding values. Focus is on the subject areas of social development and health. The six activities contained in the unit deal with the importance of group cooperation, the general nature of conflict, the importance of resolving group conflicts, the nature and cause of five kinds of group conflicts, the importance of values in the problem-solving or decision-making process, and the importance of cooperative interaction skills. Each activity includes objectives, student materials, and suggestions to the teacher on how to use them. Student exercises consist of readings, questions to answer, games, simulations, project instructions, and other learning activities. Each activity is followed by suggestions for ways of extending learning and, where appropriate, additional resources are described. Student materials may be used as master copies for reproduction or as models for material development. A test designed to measure student mastery of the main objectives is included with each unit, along with an answer key. (A guide for the whole twelve-unit program is also available--CE 014 035.) (TA)

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ED147597

Cooperation

Native American Career Education Unit

Based on Project Leadership Module 3, "Conflict Resolution",

by Luis Reyes (Far West Lab., 1975)

Information and background on urban health centers was provided by the California Urban Indian Health Council (CUIHC) of Berkeley, California.

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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This document is one of a series of teaching/learning units dealing with Native American Career Education. The titles of all individually available documents in this series appear below:

Career Awareness units
Part of the Whole World
Cooperation
From Idea to Product
The Community
The Community in Transition

Career Orientation units
Putting Your Money to Work
Living with the Land
Working for the People

Career Exploration units
Planning
Putting It All Together
Getting Ready for Jobs
The Career Fair

and

Native American Career Education,
A Curriculum Guide

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Foreword

The Native American Career Education Program consists of twelve units designed to address the specific needs and aspirations of Native American students. It includes teacher and student materials, evaluation materials, and a Curriculum Guide.

These units employ a variety of learning activities. They are designed to: 1)bridge the gap between traditional and technological societies by identifying the parallels between them and exploring the values they represent; 2) create an understanding of the economic context within which career choice takes place; 3) foster personal and interpersonal skills necessary to function in the world of work; and, 4) develop career exploration skills.

Development has been based on the recognition that the needs of Native American communitites differ greatly from those of the larger American society. In these communities, as in third world countries, problems are not due to a lack of natural resources, but rather to a lack of meaningful development of human resources which would allow for additional economic development and self-determination of Native American communities.

In order to identify and meet these needs, information has been gathered from Native American communities, students, teachers, and tribal groups, and the materials have been developed with the guidance of an advisory committee of Native Americans.

This project was supported by the Curriculum Development Branch of the U.S. Office of Education.

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Preface

The teaching materials used in most school systems today have little relevance for Native American students. In many instances their parents do not even have jobs, much less professional careers. Nor is the usual middle-class white American approach to teaching usually appropriate for these students.

In traditional Indian culture, all aspects of teaching and learning are considered to be part of the living experience. In the past this has been the motivating factor for learning. Few schools seem able to cope with the great need for motivation which Indian children have today, because the materials used are usually unrelated to any foreseeable or attainable practical goals the children might have.

However the Native American Career Education unit, "Cooperation," is activity oriented and encourages student participation. Many Native American students are activity oriented, and as a Native American myself, I feel that there is no better way to learn than by doing and practising. The material in the unit has concrete content that can be readily related to Indian life. The information on the Health Center is particularly practical.

I wholeheartedly agree that this approach can provide the kind of new, meaningful learning experience which is so desperately needed in classrooms where Native American students are found. Learning must be enjoyable and meaningful for all children, and especially for Native American students who have so much educational ground to cover. For this reason, I feel that the unit is among the best educational materials for Indian children I have reviewed.

Webster Two Hawk, Rosebud Sioux
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Contents

This book includes all information and student materials needed for the unit, "Cooperation." In some activities, students will be asked questions they must answer in writing. Many of these questions have no single "right" answer. For your convenience, some sample answers have been printed after the questions.

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An Overview of the Unit

General Purpose

Cooperation is a unit in the Native American Career Education program. The general purpose of this unit is to help Native American students develop cooperative group interaction skills. The emphasis here is on those skills which will help the students resolve group conflicts. This is part of the preparation they will need to function successfully in any career which requires group effort. Because many students have never worked in small groups before, this unit is a particularly good choice to the Native American Career Education program. The understanding of conflicts, values, and cooperation they gain will increase their ability to do activities in the other units.

Introduce Students to Goals and Objectives

In this unit, there are six activities. Each activity has a specific goal and a specific objective. These are as follows:

Activity 1. *Getting It Together*

GOAL:	To demonstrate the importance of cooperation among people working together in a group
OBJECTIVE:	Students should be able to work together cooperatively in a small group to attempt solving a given puzzle.

Activity 2. *Is Something Wrong?*

GOAL:	To help students understand the general nature of conflict
OBJECTIVE:	Students should be able to identify conflicts they have experienced in daily life and to assess their present ability to resolve these conflicts

Activity 3. *What Started the Problem?*

GOAL:	To expose students to a non-threatening conflict situation in order to help them understand the importance of resolving group conflicts
OBJECTIVE:	Students should be able to identify group conflicts and to determine some of the causes for these conflicts

Activity 4. *Problems, Problems, Problems*

GOAL:	To help students understand the nature and cause of five kinds of group conflicts
OBJECTIVE:	Students will identify and construct examples of five kinds of group conflicts and describe a possible solution for one problem of each type.

Activity 5. *Your Values and Mine*

GOAL:	To help students understand the importance of values in any problem-solving or decision-making process
OBJECTIVE:	Students should be able to identify some of their own values and some of the values of others in the group. They should be able to recognize these values while trying to resolve group conflicts.

Activity 6. *Ending Conflicts*

GOAL:	To understand the importance of cooperative interaction skills among people working together in a group
OBJECTIVE:	Students should be able to describe one method of ending conflicts and to apply this method in a non-threatening group conflict situation.

Summary

In this unit, the students will be asked to work together in small groups to talk about, read about, and think about cooperative group interaction skills. The importance of this unit to student development will depend partly upon the group interaction skills which they already possess. However, even classes that function very well in group situations can benefit from analyzing and externalizing knowledge about the nature of group interaction. This knowledge is particularly important in preparing the student for the world of work where tasks are often accomplished in small group or team configuration.

The unit consists of a series of six learning activities. In the first activity, the students must work cooperatively in a small group in order to solve a puzzle. In the second activity, students do a simple exercise designed to focus their attention on conflicts of which they are already aware, and start them thinking about how they deal with them. The third activity begins a simulation exercise in which students take the roles of members of school committee planning an "Indian Day" program. Their role instructions result in the complication of the problem by various personal considerations of the characters involved. The simulation is followed by an analysis of what happened and why. In the fourth activity students work through an exercise in which they classify types of conflict, and in Activity 5 go through a series of readings and questions designed to help them identify values and how they affect conflict situations. The sixth activity presents students with the "Three-A Way" for resolving conflicts. They then take roles in a simulation activity involving members of an urban Indian Health Center, attempting to apply this process to the resolution of the problems that came up. This activity includes a student assessment device.

This unit could be effectively implemented in almost any class in which the teacher plans to use the work group approach. It would be particularly appropriate in any course in which social development is taught, or perhaps, if time allows, in homeroom. The nature of the second simulation makes it appropriate for use in a Health course.

Scheduling

Activity 1 - one class period

Activity 2 - one or two class periods or homework plus discussion

Activity 3 - two or three class periods

Activity 4 - one or two class periods

Activity 5 - one or two class periods (part may be homework)

Activity 6 - two class periods

Additional exercises or enrichment activities may be included if you desire the unit to occupy more than two full school weeks.

Introducing the Unit in Class

If you have already used any of the other units in the Native American Career Education program, you have probably already discussed the Nez poem and the What Native American Career Education Is All About section. If so, go now to Introducing the Book on page in this Teacher's Guide.

If not, begin with the suggestions below.

Reading the Poem

Read the poem by David Martin Nez (p. 8) you may want to reproduce it and pass copies out to the class, or letter it on poster board and display it. Afterwards, encourage the students to discuss what they think the poem is saying. Suggest possible meanings such as: 1) that it is important to learn what other cultures have to offer; and, 2) that it is important to understand and preserve the beauty of one's own culture.

Introducing the Program

When the class has discussed the Nez poem, write the words *Native American Career Education* on the blackboard. Ask the students to discuss what they think this phrase means. If they have trouble getting started, help them by breaking the concept into parts. Ask questions that will lead the class step by step to a general understanding of the ideas involved.* Students should be encouraged to work together in small groups to answer questions like these:

1. What is an American?
2. What is a Native American?
3. What is a career? Can you name some examples of different types of careers? Are there any careers which interest you right now? How do people get started in careers?
4. What do you think that career education is?
5. What do you think that career education for Native Americans is? How might this be the same as career education for other kinds of Americans? How might it be different?
6. Why do you think we are going to study Native American Career Education now? How do you think that this type of education can play an important part in your life? What kinds of things do you think you need to learn about careers?

Read or hand out copies of the section called, "What Native American Career Education Is All About." A copy of this appears on page 9 in the Teacher's Guide.

When the class has seen or heard the selection, ask the students to discuss and expand on what they have read. Focus student attention on certain key ideas by repeating some of the earlier discussion questions. Ask, "How can Native American Career Education play an important part in your life? What kinds of things do you think you need to learn about careers?

Introducing The Unit

Divide the class into groups and ask them to discuss now what they think this unit is about. During the discussion, ask the students to review the suggestions which you wrote earlier on the blackboard. Encourage them to add to this list any new ideas that they have to offer.

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*Depending upon your class, you may wish to rely less on discussion activities like this one. As an alternative, ask the students to answer the given questionsin writing. Or, present the information here in lecture form.

Explain that *Cooperation* is about the importance of getting along with other people--especially when you are working with them in a group. As they read this book and do the different exercises, students will be asked to think about why groups have conflicts and how groups can end these conflicts. Knowing how to deal with group conflicts is an important part of any career.

Summarize, read, or hand out this section called, "What This Book Is All About." As you review this material afterwards, concentrate on the fact that the main idea of this unit is to help students learn how to end group conflicts.

As you review the content of "What This Book Is All About," you should also include the following two ideas:

1. The students will be asked to work together in small groups for many of the activities in this unit. There are two reasons for this. First, small group work has been found to be a good way of doing the types of activities which this unit involves and, second, small group work will expose the students to the kinds of group situations which they will experience on most jobs.

2. To answer the exercise questions, they will be asked to use separate sheets of paper. Each student should have a notebook, therefore, to keep these sheets of paper together throughout the program. If students don't already have such notebooks, ask them to get their notebooks as soon as possible.

Review

Before beginning Activity 2, review what you have done so far in class. If you have introduced the unit successfully, the students should be able to supply a general answer for each of the following questions:

1. What does Native American Career Education mean?
2. What is the unit *Cooperation* going to be about?

We shall learn all these devices
the white man has.
We shall handle his tools
for ourselves.
We shall master his machinery,
his inventions,
his skills,
his medicine,
his planning;
But we'll retain our beauty
and still be Indian.

David Martin Nez
"New Way, Old Way"

What Native American Career Education Is All About

All over the country, Indian students, parents, and communities are asking, "Where can we find good jobs?" For too long, too many Indians have ended up with poor jobs or no jobs at all. Career education is one way to change this.

Planning for a career should begin long before you actually start working. But what kinds of jobs are there? What are different jobs like? How do different jobs fit together? How do you find out which job would be best for you? Career education is one way to find the answers to questions like these.

Native American Career Education is a program that has been written especially for Indian students in Junior High Schools. Indians from many tribes have helped plan, write, and test this program to make it as useful as possible to you. Some of the activities may seem like games. That's because we think learning can be fun. Sometimes even work is fun.

Good luck!

What This Book Is All About

Why should I work with other people when I can do the job faster by myself?

Why do people who all want the same thing have so much trouble working together?

What can I do when the people in my group start fighting or when I get into an argument myself?

Somebody once said that, "No man is an island." In class, in sports, at home and on the job, people often have to work in groups to get a job done. Even when they all have the same goal, however, people sometimes fight one another instead of working together.

Knowing how to work with others is especially important in this program because many of the activities will be done in small groups. This book will tell you why people in groups often have problems working together. It will also tell you how to solve such problems. As you go through the book, you will play a game, answer questions, and pretend to be members of a group with a job to do. By the time you finish this book, you should know something about:

1. how to cooperate with others to solve a problem;
2. how to tell when people are having trouble working together;
3. some ways of ending that trouble; and,
4. how to deal with problems caused by different values.

Activity 1. Getting it Together

GOAL:	To demonstrate the importance of cooperation among people working together in a group
OBJECTIVE:	Students should be able to work together cooperatively in a small group to attempt solving a given puzzle.

WHAT STUDENTS WILL BE ASKED TO DO

- Discuss the meaning of the term *cooperation*
- Select a Watcher for their small group
- Work together cooperatively in a small group and try to solve a puzzle
- Review the observations of the Watcher
- Answer questions to evaluate their small group's performance

MATERIALS NEEDED

- Heavy construction paper
- A box of envelopes
- One pair of scissors
- Pencil and pen

PROCEDURE*

Many students have been told that cooperation in learning is "cheating." Some of them have heard this for so long that they feel guilty or confused when trying to work with others in a team-learning or work-group situation. The puzzle exercise in this Activity creates a non-threatening situation in which students can explore the results of different kinds of behavior in joint problem-solving and develop increased sensitivity to their own actions. It is a useful preface to the more serious activities in the later part of this unit.

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*Remember that the directions given in this Teacher's Guide are only *suggestions*. Use them to create a course which best suits you, your individual students, and the amount of time which is available.

Preparing for Class

To work the puzzle exercise, the class will be divided into small groups of six students each. Determine how many such groups there are in your class. Then prepare one puzzle set for each group.

To prepare a puzzle set:

1. Cut out 5 squares of the same color of construction paper. Each square should measure 6" X 6".

2. Draw a different pattern on each square. You will find suggested patterns on page 14 in this Teacher's Guide. The patterns should divide each square into three parts.

3. On each part, mark a small letter *in light pencil* so that it can be easily erased later. You will find an example for marking the parts of the squares on page 14 in this Teacher's Guide.

4. Cut out the parts of each square. Distribute these parts so that they match 5 numbered envelopes this way:

   Envelope 1: *i,h,e*
   Envelope 2: *a,a,a,c*
   Envelope 3: *a,j*
   Envelope 4: *d,f*
   Envelope 5: *g,b,f,c*

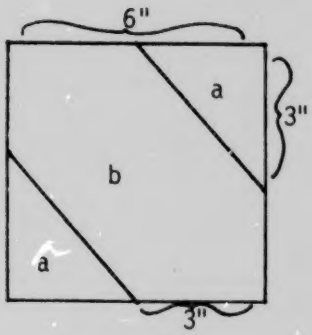
5. Carefully erase the small letters which you marked in pencil. Use a pen and write the envelope number on each part which matches that envelope. For example, parts *i,h,* and *e* (above) would each be renamed as 1. Parts *a,a,a,* and *c* would each be renamed as 2, and so on. This system will make it easy for you and the students to determine which parts belong in which envelope at the beginning of each play. (Students will be allowed to try the puzzle three times.)

In each group, one student will be asked to act as a Watcher. To do his/her job, the student will need a *Watcher Scoresheet*. You will find a copy of this scoresheet on page 17 in this Teacher's Guide. Duplicate several copies of this. To determine how many copies you need, multiply the number of small groups in your class times 3. This will provide enough *Watcher Scoresheets* so that each group can try the puzzle three times.

We suggest that you practice using the game by playing it with others. This will help you familiarize yourself with the game procedure and will help you guide the student activities in class.

PATTERNS FOR SQUARES....

1.



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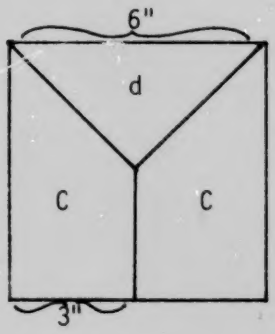

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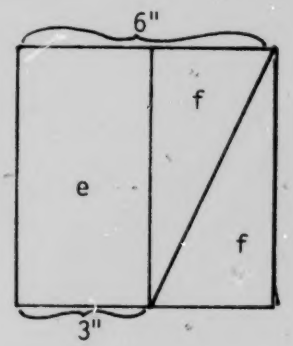

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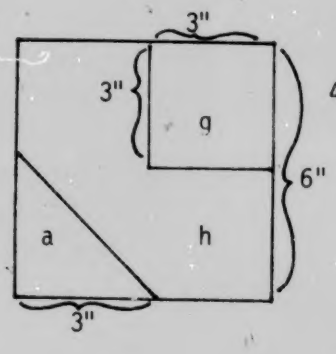

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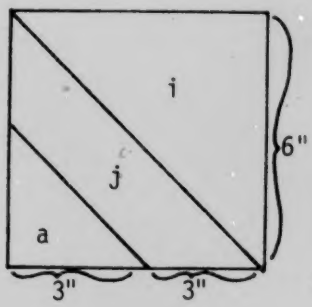


Exercise 1. A Puzzle

Write the word *cooperation* on the blackboard. Ask, "What does this word mean?" Encourage students to define this word in their own words. Guide class discussion to include the idea that some of the behaviors required in cooperation are:

- everyone has to understand the problem;
- everyone needs to believe that he can help;
- instructions have to be clear;
- everyone needs to think of the other person as well as himself.

Tell the students that today they will be asked to work in small groups to solve a puzzle. Explain that it is a difficult puzzle which requires a lot of cooperation. Tell students that each group will pick a Watcher to note how the group works together and keep score on a special score sheet. Now, read the following directions for the puzzle to the class. You may also find it a good idea to write them on the board.

Directions:

1. Pick a Watcher for your group.

2. Take an envelope with 2, 3, or 4 puzzle pieces.

3. When the teacher signals you to start, work with others in your group to use all the puzzle pieces to make five squares that are all the same size.

Rules:

1. No one in the group may speak or write anything to anyone else. NO TALKING.*

2. No one may take a puzzle piece from anyone else.

3. But you may give one or more of your puzzle pieces to others in the group.

4. You will have approximately 15 minutes to do this, but your teacher may let you try it a second time.*

5. Each member of the group must help put the puzzle together.

Exercise 2. How Did the Group Do?

After fifteen minutes, call time. If the students had trouble solving the puzzle--which they probably did--ask them to return the parts to the envelopes and, at a given signal, to start again. The groups may try to solve the puzzle three separate times. Afterwards, ask the following questions in class, or ask the groups to discuss their experiences and to answer the questions separately. The latter alternative would allow you the freedom to circulate among the groups and discuss their experiences with them on a more personal level.

1. Did anyone in the group hold a puzzle piece and not know what to do with it? If so, how did you feel about that?

2. Did anyone take over leadership of the group? Do you think everyone had a chance to contribute to solving the puzzle?

3. Did anyone in your group finish his own square and then sit back without noticing that he had a piece that someone else needed? What did you think about that?

4. Did you finish *your* square and then see that you would have to break it up and give away a piece to help someone else? How did you feel then?

5. Were you slow at seeing how to put the pieces together? If so, how did you feel when you saw that you were holding the others back? How did they act towards you?

NOTE: The watcher can use the score sheet to provide information on how the group did.

Before going on to the next activity, make sure that students *understand the importance of cooperation while working with others in a group.*

If you are interested in doing more Cooperative games with your class, you might try the following booklet:

ALL TOGETHER, a manual of Cooperative Games, by Theo F. Lentz and Ruth Cornelius (18 pp.) in exchange for a contribution to Peace Research Lab, 6251 Bonita, St. Louis, Missouri.

A variation on the cooperation puzzle involves having groups in the class (workgroups, boys and girls, etc.), draw large pictures. These pictures are then cut up by the teacher and given to other groups (with a blank sheet the size of the original to paste them on). The group receiving the pieces has to reconstruct the picture.

THE WATCHER'S SCORESHEET

Name of Group Members	Penalty Points for Talking	Penalty Points for Grabbing	Penalty Points for Not Trying	TOTAL POINTS LOST
1.				
2.				
3.				
4.				
5.				

TOTAL POINTS AGAINST THE GROUP

WHAT THE WATCHER SHOULD DO

1. Watch how the group works together.
2. Use the Score Sheet to keep track of what you see. Put one check ( ) each time someone talks, grabs, or does not try to play.
3. If the group solves the puzzle, write down how much time it took.
4. If the group does not solve the puzzle in 15 minutes, write *not enough time.*

Activity 2. Is Something Wrong ?

GOAL:	To help students understand the general nature of conflict
OBJECTIVE:	Students will name conflicts experienced in daily life and describe ways in which they have tried to resolve them.

WHAT STUDENTS WILL BE ASKED TO DO

- Discuss the meaning of the term *conflict*
- Read a section in the book about group conflict
- Answer questions about conflicts they have experienced
- Answer questions about ways they have tried to resolve those conflicts

PROCEDURE

Exercise 1. What is a Conflict?

Write the word "conflict" on the blackboard. Ask, "What does this word mean to you?" Encourage students to define this term in their own words. You may want to offer possible examples to get them going--people fighting, each other or some natural force, such as a fire or storm; people arguing over how to do something, etc. List the student definitions on the blackboard. Then relate the problem of conflict to career education by discussing the following points:

In most jobs, people work together in groups. When you think about your own future career, you should consider how well you work with others. Being able to get along in a group will help you get the job done and enjoy what you are doing.

But sometimes when people work together in groups they have trouble. One of the people doesn't like another. Some of them think one of the others is doing everything wrong. Someone doesn't know what he or she is supposed to be doing, or doesn't do what he or she said they would. Problems like these are called group conflicts.

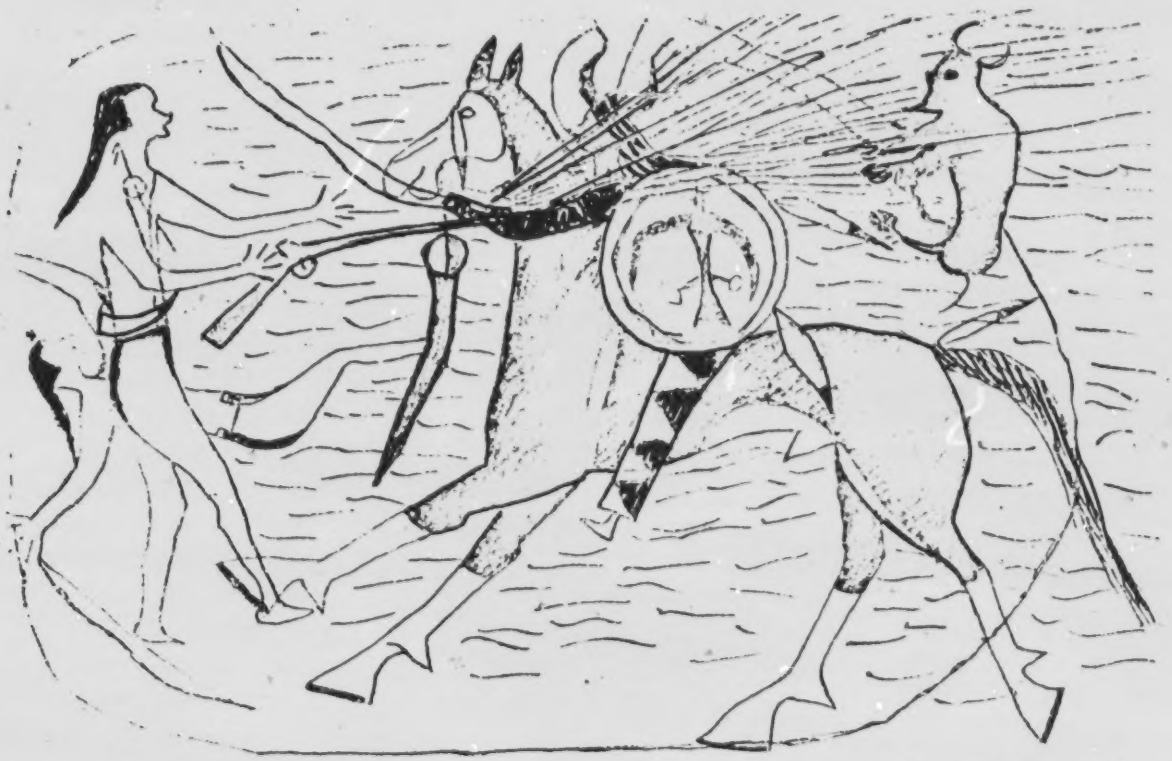
It is not easy to solve these problems, but learning how to do this is necessary if you're going to work with others. This Activity will start you thinking about group conflicts and how to end them.

Remind the students of the puzzle they tried to solve in the first Activity. Ask, "Did your group have any conflicts while trying to solve this puzzle?" Encourage students to give examples of the conflicts which they ran into. During this discussion, stress that what is important here is the nature of the conflict itself, not the names of those involved in it! List the examples the students give on the blackboard.

Exercise 2. Talking About Conflict

Write on the board, or copy and hand out the questions on the next page (20). Explain that these questions have no right or wrong answers, and students will not be graded on their answers. Read the instructions for the exercise to the class. You may offer them the option of drawing pictures to illustrate the answers, instead of writing them. On p. 21 of this book you will find some sample answers. You can suggest them as the kind of reply students might make if they are having trouble getting started, or hand out or read them after students have done the exercise.

When you have had time to review and comment on the student work, return their papers. Make sure they keep these and all other exercises they do in class for reference. Before you go on to the next activity, make sure students have identified some of the conflicts in their daily lives.



drawing by Sioux leader Sitting Bull (the bull in upper right corner is his signature) illustrating one kind of conflict with which he was familiar...

EXERCISE. TALKING ABOUT CONFLICT

Coming up next are some questions about *conflict*. Read all of the questions before you begin. Then write your answers on a separate sheet of paper. As you do this, remember that these questions have no right or wrong answers. You will not be graded on the answers you give.

1. Think about the word *conflict*. What does it mean to you? Without looking at a dictionary, write what you think this word means.
2. Think about the things you do every day in groups. Name 3 jobs that you cannot do if there is some kind of a group conflict.
3. Think about how you answered the last question. For which job is it most important to end the group conflict? What usually starts this kind of conflict? How would you try to end this kind of conflict? Tell what you would do.
4. Think about things you have done in a group during the past two weeks. Describe 3 conflicts (besides the ones you listed for #3) that you have tried to solve. Tell what happened.

Feedback

ACTIVITY 2. EXERCISE: TALKING ABOUT CONFLICT

The questions in this exercise have no "right" answers. You should have put down the answer which is right for *you*. Below are examples of the kinds of answers which *you* could have given.

1. Conflict happens when two people, or groups of people, get into an argument, a fight, or even a battle. They have different ideas about how to use time, or money or space, about what each one should be doing, or even about what they should think, and each wants to convince the other, or perhaps get rid of him.

2. Examples of jobs people do which might bring them into conflict with other people are:

   a. getting younger brothers or sisters ready for school when they want to sleep late.

   b. doing homework when people you live with want to play or have a party.

   c. going to football practice when your parents want you to help at home.

3. Suppose "b" above, was the most important problem--you might answer like this:

   causes: your brothers and sisters are part of a group (the family) whose members have 2 different goals. You want to do homework, they want to play. They say it's their home too, and they should be able to do what they want there.

   how to solve the problem:

   a. figure out what is causing the problem.

   b. figure out why they are doing it.

c. think of something else they might like to do, somewhere else they could go to study, or some other time you could study, that would avoid the conflict.

d. discuss the problem with your brothers and sisters.

4. Examples:

a. My brother wanted to wear my good jacket out on a night I wanted to wear it too. I tried to solve this conflict by hitting him after he took it away from me. Then I grabbed the jacket and ran.

b. My mom wanted me to babysit my baby brother when I wanted to go over to my friend's house. So that I wouldn't have to stay home, I volunteered to take my brother with me. Mom said okay.

c. My teacher wanted me to stay in for extra coaching when I had a club meeting. I told my teacher about the meeting and asked him if I could come tomorrow. He said that would be fine.

Activity 3. What Started the Problem?

GOAL:	To expose students to a non-threatening conflict situation in order to help them understand the importance of resolving group conflicts
OBJECTIVE:	Students should be able to identify group conflicts and to determine some of the causes for these conflicts.

WHAT STUDENTS WILL BE ASKED TO DO

- Read about a problem situation
- Choose a character to portray in a role play of that situation
- Read special role instructions
- Prepare a brief written report for the role play
- Perform the role play with their small group
- Review the conflicts which came up during the role play
- Identify some of the causes for those conflicts

MATERIALS NEEDED

For each group of students, one set of duplicated *Role Sheets* (see pages in this Teacher's Guide).

PROCEDURE

It is important that students see the relevance between their daily tasks and the skills which are involved in resolving conflicts. Explain to the students that in this activity they will be exploring a real-life situation in which conflict might occur. First they will be asked to read a description of a group which has a certain decision to make. Then each student will be given the role of one of the people who has to help make that decision. After they

have had a chance to learn about the poeple they are going to play, they will get together in small groups and pretend that they are actually those people meeting together.

Exercise 1. Indian Day at Golden Valley Jr. High

Write the following questions on the blackboard:

1. Who is Mary Deer?
2. Why has she called a meeting?
3. What does the committee have to decide?

Read the description of the situation at Golden Valley Jr. High below. When you have finished, go over the important points with the class and ask for possible answers to the three questions you have put on the board. Write some of these possibilities on the board next to the questions.

Planning Indian Day--

At last the principal has said that the students at Golden Valley Jr. High can put on an Indian Day program. He has appointed Mary Deer as chairman and other students volunteered to be on a committee to plan the program. The committee has to turn in its plan by the end of the week or the principal may change his mind.

The committee has to make the following decisions:

1. When should the Indian Day program be?
2. What kinds of entertainment can the program include?
3. Who will be in the program?

Now, divide the class into small groups of six to eight students. These may be the same as the groups in which they did the Cooperation puzzle. Explain that these groups will be doing a role play. This is something like a play in which actors pretend to be different people, except that they will not be doing it in front of an audience--just for themselves. In this role play, group members will pretend to be members of the Indian Day committee at the meeting Mary Deer has called.

Hand out one copy of the sheet on the next page to each work group. It contains brief descriptions of the people on the committee. Read the descriptions aloud to the class, and then ask the groups to work together to decide which group members will play which parts during the role play. Each student in a group should choose a different part. Move among the groups and advise them if necessary. Some students may not have done this kind of activity before, and may feel uneasy about "acting." Reassure them, and make it clear that they are not going to be graded on how will they do it! All they will have to do is use what they already know about people to figure out how their "character" would act.

When they have chosen, write down which students are playing which role in each group.

THE COMMITTEE

1. Mary Deer

Mary has been chosen by the principal to head the committee because she is a very good student. She has never been in charge of a committee before, and she wants to do a good job.

2. Tom Fernando

Tom got on the school basketball team this year. He loves basketball, and the team is doing well.

3. Lou Lance

Lou's home is in a very isolated area of his or her reservation. He or she is staying with relatives while going to school.

4. Sara Dubois

Sara is one of the best artists in the school. She is also one of the people who started the Indian Culture club at Golden Valley.

5. Sandy Farwell

Sandy is only half-Indian, but is very enthusiastic about Indian culture, especially dancing. Sandy always wears Indian jewelry.

6. Will (or Willa) MacMillan

Will or Willa transferred to Golden Valley from a large city school. He or she is very interested in political action.

7. Jerry Anderson

Jerry's family has always been very important in the community, and is often involved in organizing social activities.

8. Cora Blue Cloud

Cora's older sister was once "Miss Indian America." Cora herself is more into sports. She is one of the school's social leaders.

(If your school has non-Indian students, add this character as a possibility)

9. Lee Shiller

Lee is not Indian at all, but was included because the school has some non-Indian students, and it was felt that the Indian Day program should appeal to them too. Lee is the kind of person who gets along with everybody.

Exercise 2. Playing the Part

On pages 27 to 31 in this book, you will find Role Sheets for the different characters which the students will play. Make enough copies of these Role Sheets so that they can be distributed to the appropriate characters in each small group. If there are six groups in your class, therefore, you should make at least six copies of each Role Sheet.

When the students have chosen their parts, distribute the Role Sheet for each role to the students playing it. Allow an extra ten minutes for the students to read their Role Sheets and to think about how they will act during the role play. Remind the students not to share their Role Sheet with anyone else in the group. This is secret information.

Suggest that each student take a few minutes to make notes on the plan he or she is going to propose. Remind them that each plan must cover the three decisions about when, what, and who the program will be. Their plan should also be the sort of thing the person they are playing would be likely to suggest.

5 or 6 role playing groups can get pretty noisy, so if possible, arrange for students to hold their "meetings" in separate rooms, corners of the same room, different spots outdoors, etc.

Before role playing begins, explain that each group must decide on one plan. Then give the signal to begin. Allow about twenty or thirty minutes for role playing.

If you have a student who does not wish to role play, he may observe and take notes on what is going on. If your students in general are hostile to the idea of role playing, you may want to have them discuss or describe the probable course such a meeting would take, and the conflicts that would be generated. However you should encourage them to at least try it first--they may find it is more fun than they expected.

While the role playing is going on, circulate among the groups and generally support the action. You must decide when to stop a simulation that is not getting anywhere, or that is too "hammy" or too unrealistic. You may interrupt to remind role-players of their roles. Usually, once such a simulation gets underway, the players' involvement makes interruptions necessary.

Note: After the role play, collect the *Role Sheets* from the students.

LOU LANCE

You speak your tribal language very well, and your grandfather used to tell you a lot of the old stories. But you are not sure it would be right to talk about these things in a program where there are non-Indians present. You don't like to argue with people, but you feel you have to disagree with Sandy Farwell's ideas.

--(cut here)----------

SARA DUBOIS

You have had your paintings in art shows. You think painting is an important Indian art and should be in the program. You would like to show slides of paintings by Indian artists. You agree with Sandy Farwell's ideas. You think the program should be formal, and held in the auditorium.

MARY DEER

You want the program to be a success. But you know that the principal made you chairman of the committee, not the students. You are also afraid that some of the boys on the committee may not want to listen to you. In the meeting, you will try to order people around.

--(cut here)----------

TOM FERNANDO

This meeting is being held during basketball practice, and you want it to be short so that you won't miss much. You also want to make sure the Indian Day program won't be on the same day as the big basketball game. You don't like being bossed by a girl. You think it would be a great idea if Cora Blue Cloud's sister could come and be on the program.

SANDY FARWELL

Until a little while ago, you didn't know much about Indian culture, but you have been learning about it as fast as you can. You think the program will be a wonderful chance to show everyone, especially non-Indians, how great Indian culture really is. You can't understand how anyone could disagree with that. You suggest having dancing and story-telling on the program.

----------(cut here)----------

WILL or WILLA MACMILLAN

You came here from another area, and you have had some trouble fitting in at Golden Valley. You think Indian culture is good, but that it's more important to tell people about the injustices Indians have suffered. You suggest asking a member of A I M to speak at the program, and having people read speeches by Indian leaders.

JERRY ANDERSON

You expected to be chosen to head this committee yourself. If Mary has too much trouble getting people to agree on a plan, you will try and take over leadership of the committee. Your family knows everyone in the community. Whatever any one in the group suggests, you know somebody who can do it. You think the program should include something for everyone.

----------(cut here)----------

CORA BLUE CLOUD

You are always being compared to your beautiful sister, but you never let anyone know that you mind. You think that the program should be held in the gym, not the auditorium, so there can be social dancing too. The only day that your sister would be able to come and be on the program is the same day as the big basketball game.

LEE SHILLER

You are not entirely sure you should be on this committee, but you are willing to try your best to help. Whatever anyone says, you find something good about it. You think the non-Indians in the school would really be interested in learning about Indian culture.

Observing the Groups During Their Role Plays

The *Guidelines for Group Observation* have been included to help you observe the groups during their role plays and to help you take notes so that you can adapt the next Activity in this unit to the individual needs of your students.

GUIDELINES FOR GROUP OBSERVATION

A. Content of group role play and discussion

1) Do they attempt to recognize and define the conflicts that arise in the role play?

2) Do they attempt to honestly and openly express their feelings (in keeping with their assigned role)?

3) Do they identify and clarify their own values (as defined by their role) and help others clarify their values?

4) Do they attempt to analyze the source of the conflicts?

5) Do they attempt to resolve the conflicts in such a way that the task of the group is successfully accomplished?

6) Do they resolve the conflicts in such a way as to maintain the group's unity?

7) Do they resolve the conflicts in such a way that individual member needs and goals are respected and achieved?

8) Do they realistically assess the group's ability to resolve the different conflicts that arise?

9) If applicable, how adequate do you think the group's solution to the task was?

B. Group Process

1) Did one or two members of the group dominate? If so, who?

2) Was every group member encouraged to contribute? If not, who wasn't?

3) Was there anyone in the group whose contributions were ignored or were not taken seriously? Who? Why?

4) Was there anyone in the group who did not really participate? Who? Why do you think he/she didn't?

5) Do you think people in the group were sensitive to each other's feelings?

6) Rate the group on a scale of 1-5 where:

   1 = members seemed to feel free to offer ideas and feelings knowing that they would be received as attempts to help the group

   2 = members offered some ideas and feelings

   3 = members offered some ideas and feelings but seemed uncertain of their reception

   4 = members offered few ideas

   5 = members seemed to be hesitant to offer ideas and feelings for fear of being ignored or criticized

7) How sensitive were people in the group to non-verbal forms of communication such as facial expression, restlessness etc. Please list a few examples of such sensitivity.

8) How well do you think group members listened to and responded to each other.

9) How would you rate the effectiveness of the group's resolution of conflict? Did the resolution help the group accomplish its task? Was the group sensitive to its individual members while trying to resolve its conflicts?

10) How well do you think the group accomplished its task?

11) How much did you have to prompt the group to keep it operating well and concentrating on the task?

When the students have completed the role play, lead a group discussion with the whole class or among the small groups. Elicit from them how they felt about their roles and about the conflicts that arose. Encourage the students to describe how well they think they did while dealing with the conflicts. Find out how much students feel they already know about group conflict and its causes. Following are some suggested questions which you can use during this discussion to help the students analyze what happened during their role play. Ask only the questions which seem appropriate for your class. Use some of your own questions as well.

You or a volunteer may wish to take notes on the class discussion on the blackboard so students can remember the key points more easily.

You may read some of the secret role directions for each character to the whole class if you think it will help show why some of the people acted the way they did.

Discussion Questions

1. What happened and why?

   What were the problems or conflicts?

   How did people react to the conflicts?

   (a) *constructively* (to possibly enhance the quality of the relationships and the performance of the task?) or,

   (b) *destructively* to produce greater tensions and conflicts in the relationships and ineffective performance of the task?)

   How did you attempt to resolve the group conflict(s)?

   Why did the conflicts occur (take each one identified above and discuss its cause or hidden source)?

2. What should have happened?

   How might each of the team members have dealt more constructively with the conflicts in the group?

   How should you have systematically identified the conflicts in the group?

   How might you become more aware of and sensitive to such conflicts?

   Are there any clues in words or in actions that might tip one off to possible conflict in a group?

   Is it always possible to resolve all the conflicts that come up in a group? Explain your answer.

   Which conflicts might have been handled better in the group?

   Which conflicts might have been handled better on a one-to-one basis?

3. What can you be conscious of in the future in order to resolve conflicts effectively?

4. What do you think you know or don't know about conflict resolution?

There are no right or wrong answers to any of these questions. These are only tools to generate discussion among the students. As the students discuss their role play, they may become immersed in details of the role play itself. If this happens, try to steer the discussion back to the subject of identifying and resolving conflicts in general. Make use of your observations to raise questions about the students' own observations.

Conclude by summarizing the major points made, or ask a student to do this. Inform students that later in this unit they will learn about the different kinds of conflicts that arise in group settings, in general cause of these conflicts, and alternative ways of resolving these conflicts.

Exercise 3. Review

After discussing the role play with the class or with the small groups, pass out copies of the questions (on p. 36). Answer any questions students may have about what to do. Then ask them to go ahead and answer the review questions.

Afterwards, collect the student work and review it in class. Use the sample answers in the *Feedback* section on page 37 in this Teacher's Guide. When you have had time to evaluate and make comments on the student work, return this to the class. Ask them to keep this information in their notebooks for reference purposes.

Before going on to the next Activity, make sure that students *understand that conflicts can occur in groups working out problems, and that the way they are handled is extremely important.*

EXERCISE 3. REVIEW

Your teacher may ask you to compare your answers with those of other members of your group.

1. What happened at your meeting? Did people have different ideas about what to do with the money? Did these different ideas help the group come up with a good plan or did they make it hard to get anything done at all?

2. If the different ideas started problems, do you know why? Did you try to do anything to solve the problems?

3. What should have happened? Can you think of anything people in your group could have done to make the meeting better?

4. Name three things that people should remember when they find themselves in a problem situation like this.

Feedback

ACTIVITY 3
REVIEW EXERCISE

REVIEW ANSWERS

Exercise 3:

Question 4. Three things to remember when you are in a situation like the one in the Indian Day Planning meeting are:

a. Sometimes people may have reasons for acting certain ways that your don't know about. They may have health or personal problems that they haven't mentioned, or they may not even know themselves why they are getting so mad or upset.

b. Sometimes people are so wrapped up in the part of an activity they are involved with (like the different branches of the Health Center) that they find it hard to see the problem as a whole.

c. Sometimes people react to other people's ideas because of the way they feel about them personally, not because of the ideas. On the other hand, sometimes people interpret an attack on their ideas as an attack on *them*.

You will be finding out more about some of these problems in the next two Activities.

Activity 4. Problems

GOAL:	To help students understand the nature and cause of five kinds of group conflicts
OBJECTIVE:	Students will identify and construct examples of five kinds of group conflict

WHAT STUDENTS WILL BE ASKED TO DO

- Read about five kinds of group problems
- Discuss each type of problem, and suggest causes for each
- Read and discuss 3 passages about Indian values
- Consider personal values
- Review what they have learned in this Activity

PROCEDURE

Briefly review what the class has learned about conflicts in the preceding Activities, stressing the problems that may occur in groups trying to work towards a common goal. Refer to the experiences of the different simulation groups as examples.

Exercise 1. "Have we got Problems."

Hand out copies of pp. 39-41 in this book to the class. This reading describes five general causes of group conflict. The cause of a problem indicates the kind of problem it is, and in this activity, the classifications cause and kind will be almost the same in meaning. Students may read this selection in class or use it as homework, or you may decide to read it to students instead.

When students have finished reading, discuss each kind of problem for a few minutes, to make sure students have understood the definitions correctly. Use the paragraphs which follow as a source of ideas on what to say.

There are five general causes of group conflicts: 1) tasks; 2) organizational structure; 3) societal conditions; 4) interpersonal relations; and 5) personal problems.

EXERCISE 1. HAVE WE GOT PROBLEMS?!

When people work together in groups, they often find themselves working against certain kinds of problems. These problems can be caused by: 1) the job that the group is trying to do; 2) the way the group is set up; 3) feelings in our society; 4) different group members with different ideas; and 5) group members with too many of their own problems. To find out more about this, read the information which starts below.

FIVE KINDS OF GROUP PROBLEMS

1. "This job is impossible." The job or *task* which the group is trying to do can sometimes start many problems. The people in the group may not agree on what the task should be or how the task should be done. Or, the people in the group may find that the task is too hard for them. They may find that they don't have the time or money or materials they will need to do the task well. Problems like these are called *task problems*. Did the students who were trying to plan the Indian Day program have a task-related problem? The principal didn't give them any information about what buildings in the school they could use, or any guidelines on how the program should be put together. Maybe it's not possible to make a really good plan yet.

2. "I'm sorry. Rules are rules." The way the group has been set up--or, its organization--is another possible cause of problems. Some groups have too many rules. Others don't have enough rules. The group should be set up so that its members are able to work together well. If this is not the case, the group has an *organization problem*.

The planning group had an organization problem--the principal chose someone to be group leader instead of letting the group choose its own leader. If the other group members don't support Mary, they are going to have trouble getting anything done.

3. "Why are you so prejudiced?" Our society itself has a lot to do with how well the group works together and how long the group stays together. A prejudice is a belief that one person holds about all members of some other group (women, Indians, non-Indians, Jews, teachers, etc.). Racial, religious, sexual, political and many other prejudices may cause group problems. If this is the case, the group has a *society problem.* Sometimes people from different areas or different kinds of families have different values--beliefs about what's good or bad, or how to do things.

   There may be some prejudice problems or some value conflicts within the planning committee. For instance, Tom doesn't think girls can be leaders. Lou was brought up to feel that some parts of Indian culture should be kept private, but Sandy thinks everyone should hear about it. Will/Willa is probably rather prejudiced against non-Indians, or Indians who are not politically active.

4. "He's a real pain in the neck." All kinds of problems can come up when different people try to work closely together on the same task. People in the group may have different interests, beliefs, and needs. They may come from different kinds of living situations. The ways that members of the group get along--or don't get along--have a lot to do with how well the group can work. When members of the group are not getting along, the group has a *person-to-person problem.*

Did all the committee members like each other? Did they all want the same things? Lou probably the quiet type--what did he think of Sandy or Will/Willa, who are always trying to persuade other group members to do what they want. If Jerry tried to lead the group, did Mary like that? Did the group members who really cared about the program like the way Tom talked about wanting to get back to basketball practice?

5. "I can't make the grade." Any person with too many of his own problems can keep the whole group from working together well. Some problems are started by the way that people act. Members who miss a lot of meetings or who are grouchy at meetings, for example, can keep the whole group from doing its task. Other problems are started by the way that people feel. Members who are always down in the dumps, for example, often start problems for the whole group. Problems like these are called *personal problems*.

   Did anyone in the group have trouble because of the way he or she felt? For instance, how did Cora feel when everyone wanted her beautiful sister on the program, and how did she act? What do you think would have happened if one of the group members had got no sleep the night before and was too groggy to pay attention? Or what would happen if one of the people that got picked for the committee was Mary Deer's ex-boyfriend?

Causes for Conflict

The *group task* may be a source of conflict: its goals may not be in tune with the goals of individual members; the task may be difficult or impossible to complete; the time schedule for completion may be unrealistic or the group may be unable to meet the deadline; the task may require skills and/or resources not available; individual members may be incompetent or inefficient in accomplishing the task; failure at task completion may involve firing, or at least negative evaluation, of individuals; the task may be defined or structured so loosely, or so tightly, as to cause job dissatisfaction and/or lack of productivity; the nature of the task components and the division of roles (sub-tasks) may be a source of destructive competition among the individuals in the group.

The *group environment and the organizational structure* may be a source of conflict: an overly hierarchical structure may contribute to lack of input in goal definition, goal attainment from subordinate members of the group: an overly permissive structure may leave the group and its members without clear goals, adequate direction, and standards for efficiency and productivity; both hierarchical and laissez-faire structures may impair the group and/or the organization's ability to react swiftly to external pressures, to discern what the situation is, and may negatively affect the motivation of group members to perform adequately and to maintain the group's unity; lack of communication between assigned leaders and other group members as well as with other levels or branches of the larger organization may cause unnecessary confusion, frustration, alienation, resentment, and failure to air opinions, feelings, constructive criticism and suggestions for improvement; the division of labor may cause boredom, promote a sense of powerlessness and may stifle creativity and the full utilization of human resources; policies and procedures may hinder rather than facilitate affective communication, healthy interpersonal relationships, decision-making and problem-solving, and needed input from all members; inadequate or oppressive working conditions and facilities may adversely affect productivity, individual development and satisfaction; impersonal environments may depress job outcomes as well as lessen commitment; promotion procedures may not reward members adequately and may hold back or fail to recognize individuals whose talents are being wasted; policies and procedures may reward conformity and merely adequate performance while discouraging innovations and independent thinking.

Societal conditions may be another source of conflict: racial, religious, ethnic, political and sexual discrimination in attitudes and practices within the larger society may inhibit or exclude individuals or groups from participating in the work group through hiring practices, stereotyping, prejudiced statements and behaviors, unequal treatment; tensions and resentments may flare up into aggressive, divisive confrontations; separatist cliques and intolerant individuals may disrupt the accomplishment of tasks and the unity of the group.

Group interpersonal relations may be a source of conflict: value and goal differences may hinder cooperative effort, individual adjustment; lack of communication, miscommunication, and labelling or stereotyping can aggravate individual and group relationships; personality differences may result in attitudes and behaviors that disrupt the group's work and/or the group's working relationship; gossiping, back-biting, fault-finding, aggressive confrontation, bad or hurt feelings, childishness, lack of sensitivity, anger, "game-playing," aloofness, mistrust, suspicion, exaggeration of differences, manipulation of others, vindictiveness, favoritism, petty jealousies and rivalries are all symptoms of poor human relations.

Personal problems of individuals may also be a source of conflict in groups: the individual's lack of self-confidence and self-worth may affect his or her ability to contribute to the job and to interpersonal harmony. Personal conflict may be reflected in attitudes and behaviors characterized by poor self-concept, anxiety, withdrawal, a sense of failure and inadequacy, depression, discontent, inefficiency, a feeling of oppression, lack of flexibility, a general lack of motivation and/or cooperation, and chronic tardiness and/or absenteeism.

In making these five distinctions, it must be kept in mind that often the distinctions are not useful in a given situation. It may be that a "conflict" that arises within a group setting may be the result of more than one of these factors. However, it is hoped that these general categories will help you provide the students with a clearer picture of the complexity of conflicts that occur in group settings.

These five crucial areas should be related at all times to the accomplishment of the group task and to the maintenance of group cohesion. If the students don't identify these important areas, ask questions that will open the discussion to include these points, e.g.: How about the group's task? In what ways might it be the source of conflict in a group?

Tell the students at this point that they will be learning how to solve these problems in the next activity.

Exercise 2. Values

Explain to students that one kind of problem which is particularly likely to cause difficulties is value conflicts (not only Indian versus non-Indian values, but values of one tribe versus those of another). Certainly Indian/White misunderstandings have caused tragedy in the past. The only way to get around this problem is for people to be aware of what their own values are, and how to tell when other people's values are affecting the way they act. Give students copies of the readings on the next three pages, or read these passages aloud. After they have finished reading, or after you read each passage, discuss the values involved according to the guidelines on pp. 47-49.

1. Playing Ball

There weren't any competitive sports (in our village). But we were involved in lots of activity...and we were organized, but not in the sense that there were ways of finding out who had won and who had lost. We played ball like everyone else, but no one kept score. In fact, you would stay up at bat until you hit the ball...

Even if we did formally compete in the games we did, no one was a winner though someone may have won. It was only the moment. If you beat someone by pulling a bow and arrow and shooting the arrow further, it only meant that you shot the arrow further at that moment... It didn't mean you were better in any way whatsoever.

Wilfred Pelletier
Childhood in an Indian Village

2. The Fishhook Factory

...They are now making fishhooks on the Pine Ridge reservation. Sioux males were recruited to provide the labor for the industry--to tie fishhooks. Do any of you know anything about the Sioux Indians? Well they were...the finest warriors in the world. They are also the most thin-skinned* men you've ever met... And they are supposed to tie feathers onto fishhooks? Not likely. So, right away it was defined as women's work--nice little ladies putting nice little feathers on nice little fishhooks. So, the Sioux men quit. This means they are faced with the alternatives of being defined as irresponsible slobs by the people who are promoting industry, or as sissies by their own fellows--that's a big choice! You can either go in and tie those feathers to those fishhooks, while your buddies are out punching cattle--a man's job--or you can be an irresponsible slob, not providing for your families again.

Robert Thomas
"Colonialism; Classic and Internal"
New Thought IV

*Sensitive

3. Why do white people act like that?

On an occasion when I had questioned a Sioux chief, on the upper Missouri, about their punishments and tortures of prisoners,...he took occasion to ask me some questions (about) the civilized world... He...told me he had heard that white people hung their criminals by the neck and choked them to death like dogs...to which I answered "yes." He then told me he had learned that they shut each other up in prisons...*because they can't pay money!*... He said he had been told that when all the white people were born, their white *medicine-man* had to stand by and look on--that in the Indian country the women would not allow that--they would be ashamed-that he had been...a good deal among the white people, and he had seen them whip their little children--a thing that is very cruel... He put to me a chapter of other questions as to the trespasses of the white people on their lands, etc. to all of which I was forced to reply in the affirmative (yes), and quite glad to close my note-book, and quietly to escape...

George Catlin

Letters and Notes on the Manners, Customs, and Condition of the North American Indians

Discussion

1. Playing ball

To discuss this reading, use questions like the following:

- When the writer and his friends used to play ball, what was the goal of the game? What were they trying to do?
- When your school baseball team plays, what is its goal?
- How do people at this school treat someone who is a really good ball player? Is this how they treated people who were good at sports in the Indian village described in the reading?

The important value being discussed in this passage involves the attitude towards *competition*. Although there were many variations among tribes, it seems to have been more common to play games for their own sake rather than in order to win over someone else. TV shows and books about Indians do not show this Indian philosophy, so many non-Indians may not know about it. The difference between this attitude and the fierce competitiveness encouraged at most schools will probably be obvious to the students. The athletic hero who becomes very popular at school because of his skill in sports is a common phenomenon. Possibly competitive spirit was between tribes rather than among individuals in the same tribe. Could the school be like a tribe in this way?

This reading indicates that in the writer's tribe at least this sort of carry-over did not occur. Taking skill in one area as evidence of skill in others does not seem to be an Indian trait. Indian history holds numerous examples of non-Indian officials with peace treaties running into trouble because they assumed that war-leaders had authority to speak for the tribe in peace-time as well.

This discussion may lead into a consideration of the pros and cons of competition. Can students think of ways in which it can be bad for people? Good for them?

2. The Fishhook Factory

To discuss this reading, use questions like these:

- What do you think the values of the people who started the fishhook factory probably were?
- What were the values of the Sioux people? What kind of work did they think men should do? What kind of work did they think women should do?
- What kind of jobs do you think that Sioux men would like to do?

Here we have a good example of what can happen when one person or a group tries to impose his values on another. The promoters of the fishhook factory believed that the most important thing for a man to do was to support his family--by whatever legal means was available. However the Sioux traditionally consider it dishonorable for either men or women to do the kind of work associated with the other sex. And since honor is very important to the Sioux, in this situation a man is caught between his own cultural values and those of the Anglo promoters. Naturally they choose their own.

Anyone who wanted to set up a functioning factory staffed by Sioux should first find out what kinds of work would be considered appropriate by the men, not try to impose his own ideas on them.

Sometimes a group's values can change, however. For a long time Americans in general thought that men or women should only do certain kinds of things. Now, people are finding out that women are able to do many job requiring strength and decisiveness, and that men can be good at jobs which need sensitivity and patience.

What did, and do, different Indian tribes think men or women should be like?

The problem is changing some things about a culture without losing the things that make that culture unique. If possible, have students discuss any examples of this kind of problem they or their tribes have encountered. How do they think the problem of value conflict should be solved?

3. Why do White People act like that?

To discuss this reading, use questions like these:

- What do the questions asked by the Sioux chief tell about his people's values? Name at least three values implied.
- What did Catlin (who wrote the paragraph) think of Indian ways and white ways when he started talking to the chief? What did he think when he finished?

This passage suggests what the histories of the west might have been like if the Indians had been writing about the whites... Values which might be identified from this include: allowing men an honorable type of death; not considering lack of money a criminal offense (an idea which has at last been adopted by 20th century America); the idea that childbirth is women's business; and that children should be treated gently.

Catlin, the author, travelled widely among the Indians in the 1830's and in the passage, as in others, indicates that he realizes that the Indian values and actions were in many cases superior to those of the Americans.

Indian students are so used to hearing their own culture criticized, that they may be tempted to be a little over-enthusiastic at this vindication of Indian versus white culture. The passage is anti-white, but should not be omitted

for that reason--it can, instead, provide a useful opportunity for students to see that prejudice can work both ways.

Ask students whether they think that all non-Indians beat their children? How do Indians discipline their kids? Can they think of any good reasons for having a doctor around when a woman is having a baby?

Remind the students that this is one author's opinions of the values of whites. Have the class point out with you the areas in which Mr. Catlin implies that the white man's value is not "right." Are any of Mr. Catlin's statements too generalized? If students do not bring up any questionable statements, emphasize these:

> Has this practice proved successful? Why do whites "shut each other up in prisons...because they can't pay money!" What does the Indian do to the person who cannot pay a debt, or the person who has spent beyond his means?
>
> "White people hung their criminals by the neck and choked them to death like dogs." Have the Indian nations ever used "barbaric" tactics as punishments for crimes?

It will be easy for the students to militantly condemn the total white nation for these questionable practices which Mr. Catlin listed. Many are true. Many are generalities. And many have reasonable explanations for seemingly questionable activities.

Then ask them how they think the Sioux chief got those ideas about white people. The answer should be that he got his ideas the same way many non-Indians learn about Indians--by getting incomplete or distorted information and assuming it was true of everyone. You might also point out that both Indian and non-Indian cultures have changed greatly in the past 100 years, and get students to discuss some of the differences.

Follow the discussion of the readings with a discussion or written assignment on personal values. Say:

> You should now know more about some of the values other people have and how these values may influence the way the act in a group. How about you? You also make decisions according to what you value.
>
> Saying what your values are is not easy. Sometimes your values are very personal. They may change over time or even conflict with each other. Here are some questions to answer:

1. A popular saying is: "Today is the first day of the rest of your life." What do you value most in your life right now? List the three things which are most important to you.

2. Describe something you have done lately that had to do with each of the three things you named in #1.

3. In what ways does the situation (school, family, town, etc.) where you live now make it easy to do or believe the things you find most important (act according to your values)?

4. In what ways does your situation make it hard to do or believe the things that are most important to you?

Exercise 3. Review

Write the following questions on the board and pass out paper for students to answer them.

1. What are five kinds of conflict?

   (students can give the name of the conflict "task-related," an example of it "when one person is prejudiced against another" or you can give them the option of drawing pictures which illustrate each type)

2. Can you think of an example of how somebody's values might lead him or her to choose a certain career?

   (for instance, someone who cared a lot about helping people might decide to become a doctor)

After you have looked over student paper, discuss the answers, describe any particularly good ones.

Activity 5. Problems and Solutions

GOAL:	To help students distinguish among types of problems and suggest solutions.
OBJECTIVE:	Students should be able to identify examples of each of 5 kinds of conflict and match it with an appropriate solution.

WHAT STUDENTS WILL BE ASKED TO DO

- Classify examples of problems according to type
- Discuss and revise classifications with other members of workgroup
- Brainstorm problem solutions
- Match problems and solutions

PROCEDURE

While it is important for students to understand what causes conflicts within groups, it is also important for them to realize that problems can be solved. The solution-generating exercise in this Activity will provide a transition to the presentation of the Triple-A method in Activity 6.

Exercise 1. How Would You Classify These Problems?

Duplicate copies of the chart *How Would You Classify These Problems?* on page in this Teachers Guide. For both charts, make enough copies for the whole class. You will also need copies of the exercise, and list of problems (pp. 52-53).

To reinforce the importance and the usefulness of working with some general categories in discussing conflict in groups, direct the class to the exercise called, "How Would You Classify These Problems?" In this exercise, they are referred to a long but not complete list of problems which they will be asked to classify by cause. When the class has had time to read the exercise and to review the list of problems, either you or a volunteer student can read the exercise aloud. Answer any questions the students may have about what to do. Then distribute duplicated copies of the chart *How Would You Classify These Problems?* Before they begin this exercise, remind the students they can add to the chart any new category that they feel adequately covers five or more items on the list. This exercise should take about 20 minutes.

EXERCISE 1. HOW WOULD YOU CLASSIFY THESE PROBLEMS?

The purpose of this exercise is to get you and your group thinking about the different kinds of group problems. Doing this exercise may help you see that such problems are sometimes very complicated. Often one problem has two, three, or more causes.

To begin, look at the long list of *Problems* on the next page. The problems on this list are *not* in any order. Your job is to put them in order by classifying them under their causes. Your teacher will give you a chart where you can do this.

The chart has been divided into 5 categories which show 5 kinds of group problems. These are:

1. Task problems ("This job is impossible.")
2. Person-to-person problems ("He's a real pain in the neck.")
3. Organization problems ("I'm sorry. Rules are rules.")
4. Personal problems ("I can't make the grade.")
5. Society problems ("Why are you so prejudiced?")

The first problem on the list is: *I can't stand her. She always thinks she's better than everybody else.* What kind of a problem is this? If you think it is a person-to-person problem, write a numeral 1 under the *Person-to-Person* column on the chart. Or, if you think that it is a personal problem, write the numeral 1 under the *Personal* column instead. Since there are no right or wrong answers, it will be up to you to decide the best way to classify each problem on the list.

While you do this activity, you may decide that there are not enough categories shown on the chart. If so, you may add some of your own categories on the back of the sheet. If you do this, however, you should be able to classify at least five problems under each of your new categories.

PROBLEMS

1. I can't stand her. She always thinks she's better than everybody else.
2. How can we do anything? The teacher forgot to tell us which job to do!
3. That guy makes me so mad I want to punch him out.
4. He's always so quiet. He never tells us any of his ideas.
5. They wouldn't let her do that job just because she's a girl.
6. We could work a lot faster if those two weren't fighting all the time.
7. They wouldn't let him into the group because he was from another tribe.
8. He never does anything. He just sits back and lets us do all the work.
9. He always cheats. Winning is the only thing he cares about.
10. Those girls won't talk to her because her father isn't Indian.
11. Nobody was there on time. No wonder we didn't get anything done.
12. How can we do that? We've only got twenty minutes left!
13. Somebody should have told us that the job had to be done this morning.
14. She's always mad about something. It's impossible to talk to her.
15. The three of them never do anything but yell at one another.
16. She's so bossy. She always tries to tell everybody else what to do.
17. There's no way that we could find the money to do a job like that!
18. They wouldn't give us a chance because we were Indians.
19. She says she won't help out unless we do it *her* way.
20. It's hard to believe what he says. He's lied to us so many times before.
21. If only we had that book, we could have answered those questions!
22. He never shuts up. When he's around, nobody has a chance to say anything.
23. Nobody knew where the meeting was. That's why nobody showed up.
24. They knew that we were doing the job wrong, but they wouldn't tell us.
25. He's afraid to try anything. He always says our ideas are no good.

HOW WOULD YOU CLASSIFY THESE PROBLEMS?

Use this chart to show how you would classify the problems listed on page 25 . If you have any extra categories add them on the back of this chart.

Tasks	Person-to-Person	Organization	Personal	Society

5 Kinds of Group Problems

Exercise 2. How Would Your Group Classify These Problems?

After students have completed their classifications, hand out a copy of the chart on p. 56 to each workgroup.

Explain to students that in this exercise they will be comparing their classsifications with those of other members of their groups. They will probably find that some of the others have classified the problems differently than they did. The group will have to work together to agree on the best (not necessarily the only) classification for each problem on the list. The classifications they agree on should be entered on the chart by one group member designated "secretary" for this exercise. Remind them that they can also add new categories, but new categories, as well as classifications, must be discussed and agreed on by the whole group.

HOW WOULD YOUR GROUP CLASSIFY THESE PROBLEMS?

Use this chart to show how you and your group would classify the problems listed on page 25. If you have any extra categories add them on the back of the pages.

5 Kinds of Group Problems

Tasks	Person-to-Person	Organization	Personal	Society

Exercise 4. Brainstorming

In this exercise, you will be asking students to "brainstorm" a solution to at least one problem in each category (including any new categories they have decided on). The exercise should last about 20 minutes. Its purpose is to give the students a feel for the complexity of conflict resolution, for the need for relevant information and clarification and discussion of the values that affect those involved in resolving conflicts. Finally, the brainstorming should provide, through guided discussion afterwards, the opportunity to reflect on the difference between constructive and destructive conflict.

Begin by explaining to students that now at last they will get to think about solving problems. First they will use a process called "brain storming" a term invented by scientists to describe talking freely about something until they come up with some new ideas about it.

At the end of 20 minutes, they should have thought up some kind of solution to at least one of the problems in each category. Just as there are many kinds of problems, there are many kinds of solutions. When they have worked out at least five solutions for five different problems, they should write them down, collect papers, and note the different kinds of solutions suggested before handing them back.

Discussion Guidelines.

The list of "problems" reflects many examples of destructive conflict. The group's attempt at agreeing upon the categories and brainstorming "solutions" can be seen as examples of constructive conflict. Such constructive conflict exists in most democratic problem solving situations where diverse views exist. A group situation in which *consensus* exists is rare. For a truly cooperative situation involving group interaction/decision-making, many problems are solved by *compromise*. In its simplest form, consensus involves *agreement* while compromise involves *acceptance*.

The following suggested questions can serve as guidelines for eliciting from small groups concerns mentioned above and can allow for the possibility of the instructor expanding on the concepts.

1. Are the "problems" you were asked to classify real ones as far as work groups are concerned?
   --Did you experience much disagreement in your group in classifying the problems?
   --What is the difference between this conflict of views (if any) and the conflicts listed in the handout?
   --If it's not always possible to reach consensus, can the conflict of views that results be constructive?
   --What benefits, if any, result from such constructive conflict?

As the small groups discuss these questions, you should emphasize that constructive conflict is the means of producing new ideas and positive change. It is an important interpersonal relationship, one which people in business, industry, education, and almost all sections of our society engage in on a daily basis. Once its value in problem-solving is recognized, and students have experiences in knowing that disagreement and debate are part of the conflict process, then destructive conflict can be avoided.

2. Were any of the "problems," conflicts that could not be resolved easily, if at all, in a small group?
   --If you answered yes to the previous question, give some examples and explain why you think conflict resolution would be difficult within a group setting.
   --Is part of the problem here a question of differing or conflicting values? If so, give examples and explain the conflict.

You should emphasize that often destructive conflict occurs in matters so involved with basic values or emotions that resolution becomes impossible. However, there are examples of value conflicts in the list which can be resolved, given the clarification of the values involved. This is the next major area of instruction, but first the present set of activities can be brought to closure by some discussion question probing the students' feelings about and reaction to "being in conflict" with each other on the classifying exercise. Some questions to ascertain their feelings might be the following.

3. Did you disagree much with each other of the classification of the "problems"?
   --How did you feel about being in disagreement, about defending your view point or giving in to the viewpoint of someone else or the group?
   --Do you feel comfortable with compromising?
   --Are you able to listen actively to the arguments of others without feeling threatened personally?

Part of the difficulty in some group situations is the failure of one of the parties in an interaction to recognize and respond to the feeling or attitudes underlying a message. We know that any message a person tries to get across usually has two components: the *content* of the message and the *feeling* or attitude underlying this content. Both are important, both give the message *meaning*. It is this total meaning of the message that we try to understand and respond to. In some instances, however, the content is far less important than the feeling which underlies it. To catch the full flavor or meaning of the message one must respond to the feeling component; one must try to remain sensitive to the total meaning the message has to the speaker.

The listener will often hear negative, hostile expressions directed at himself or herself. Such expressions are always hard to listen to. No one likes to hear hostile words. And it is not easy to get to the point where one is strong enough to permit these attacks without finding it necessary to defend oneself or retaliate.

Because we all fear that people will crumble under the attack of genuine negative feelings, we tend to perpetuate an attitude of pseudo-peace. It is as if we cannot tolerate conflict at all for fear of the damage it could do to us, to the situation, to the others involved. But of course the real damage is done to all these by the denial and suppression of negative feelings.

The previous set of questions should provide you with the opportunity to explore these concepts with the students. The idea situation may be for the students to express as many of these ideas as possible in their own words through your skillful questioning and direction of the discussion.

Review Exercise. Matching Problems and Solutions

Using the notes you have made on the solutions that the students brainstormed in Exercise 4, to provide examples, list on the board and explain the following type of solutions to problems:

1. Changing the Rules--

   This is often appropriate for task or organization-related problems, where the difficulty is that you have to finish something by a certain time, or do it a certain way, or with certain people. "Changing the Rules" simply means getting rid of the thing or situation that is causing the problem.

2. Changing the Resources--

   This kind of solution can also help solve task--or organization-related problems. If you can't do what you are supposed to because you don't have enough or the right kind of time, people, money, materials, etc. then getting what you need will help you succeed.

3. Changing your Approach--

   If you have discovered that you can't change either the rules or the resources your group has to work with, sometimes you can solve a problem by going at it in another way. If you can't climb over the mountain, try going around it. If you have no wood to build a house, try adobe.

4. Change your Knowledge of Others--

   This solution can be used to help with both society-caused problems and problems between people. If you can get the person with whom you are having difficulties to communicate how he feels and why, you may be able to find ways of acting that won't bother him, or at least you'll be able to put up with him more easily.

5. Change your Knowledge of Yourself--

   Sometimes you react badly to problems or to other people without quite knowing why. But if you think about yourself and realize that you are

having health problems, didn't get enough sleep, just had a fight with your best friend or are in a bad mood, then maybe it's not the person or the problem, but your own reactions which are making it seem so hard. Here is where analyzing your own values and ideas can help as well.

Maybe you can avoid getting into situations which are against your values, or can sit down and figure out how your values relate to the problem you are facing.

When you have finished listing and explaining these kinds of solutions, write the words "Consensus" and "Compromise" on the board. You will have discussed these concepts with students in the previous exercise, but you may want to review their meanings.

Explain that in group work, either consensus or compromise is usually necessary for the group to decide on trying one of the solutions. A group has to agree that even changing the rules might be possible before investigating how. Two people who are having a misunderstanding must agree to sit down and talk before they can find out about each other.

Now, hand out a copy of the worksheet on p. 61 for each work group. Explain to them that they will be asked to agree on what kind or kinds of solution could be tried on each of the problems listed.

When students have finished the exercise, ask someone from each work group to tell the class which solution(s) they picked for each problem, and why. Try to account for and reconcile any differences in interpretation.

Suggested answers are below.

MATCHING PROBLEMS AND SOLUTIONS

Problem	Kinds of Solutions				
	Change Rules	Change Resources	Change Approach	Change Knowledge of Others	Change Knowledge of Self
1. Joe got a job painting Mr. W's house, but the brush Mr. W. gave him sheds bristles into the paint and it looked terrible.		✓	✓		
2. When Sara came back from a year away at school she acted like she thought she was better than everybody else, and didn't know why others avoided her.				✓	✓
3. Bill got sick and went to the County hospital. They sent him to the City Health Center. He couldn't get an appointment there for weeks.	✓		✓		
4. The Dance Committee wants to hire somebody to make food for the Homecoming dance, but they don't have enough money.		✓	✓		
5. Lee wants to train his horse to stand still while he opens a gate, but hitting him doesn't work.			✓	✓	
6. None of the kids who went to a certain elementary school before coming to the Jr. High will try out for any of the sports teams.				✓	
7. Linda goes to a city school where she is one of the only Indians. Some of the other kids call her "Chicano," and it makes her mad.				✓	
8. The teacher says the essay has to be in by the end of the week, but Don has to help his family shear sheep for the next three days and won't have time.	✓				

MATCHING PROBLEMS AND SOLUTIONS

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4. The Dance Committee wants to hire somebody to make food for the Homecoming dance, but they don't have enough money.					
5. Lee wants to train his horse to stand still while he opens a gate, but hitting him doesn't work.					
6. None of the kids who went to a certain elementary school before coming to the Jr. High will try out for any of the sports teams.					
7. Linda goes to a city school where she is one of the only Indians. Some of the other kids call her "Chicano," and it makes her mad.					
8. The teacher says the essay has to be in by the end of the week, but Don has to help his family shear sheep for the next three days and won't have time.					

Activity 6. Working Things Out

GOAL:	To understand the importance of cooperative interaction skills among people working together in a group.
OBJECTIVE:	Students will describe one method of ending conflicts and to apply this method in a simulated group conflict situation.

WHAT STUDENTS WILL BE ASKED TO DO

- Read information about the Three-A Way of ending group conflicts
- Discuss what they have read with their small group
- Role-play
- Apply the Three-A Way during the role play
- Review the group's ability to resolve conflicts

MATERIALS NEEDED

For each group of students, one set of duplicated *Role Sheets* pages.

PROCEDURE

To introduce this Activity, ask, "How do you end a group conflict?" Ask the students to give examples of group conflicts. List these examples on the blackboard. Then ask other members of the class to think of ways that they would try to end these conflicts. Explain that in this activity they will be learning about one way of ending conflict in a group.

Exercise 1. The Three-A Way: Awareness, Analysis, and Action

Reproduce and give students copies of the reading on pp. 64-67. "Three-A Way: Awareness, Analysis, and Action." Explain that this reading introduces a general method for resolving group conflicts. Tell the students that, after they have read about this method, they will be asked to try it in class. Therefore, they should read the material very carefully and be ready to ask questions about any part of the Three-A Way that they don't completely understand. Explain what "awareness," "analysis," and "action" mean.

When the students have read about the Three-A Way, put the following outline on the blackboard:

The Three-A Way

Awareness:

1. Recognizing that something is wrong.
2. Making the problem *your* business.
3. Finding out the interests and beliefs and values of other group members that relate to the problem.

Analysis:

1. Figuring out the cause of the conflict.
2. Coming up with some possible solutions to the problem.
3. Knowing the resources you will need to solve the problem.
4. Thinking ahead to make sure that the possible solutions are good.

Action:

1. Picking the best possible solution.
2. Dividing up the work that has to be done to solve the problem.
3. Putting the solution into action.
4. Making sure that the solution works.
5. Changing the solution, if necessary.

Ask the students to discuss each part of the problem-solving method with the members of their small groups. Encourage students to give examples of how they would apply the Three-A Way to group conflicts they have already experienced.

EXERCISE 1. THE THREE-A WAY: AWARENESS, ANALYSIS, ACTION

Read the following information. It will tell you about one way to end group conflicts.

How do you end a group conflict?

When people work together in groups, many kinds of problems can come up. It is easier to solve these problems when you try to use a general method. The Three-A Way is one way that you can use.

The Three-A Way has three steps: 1) awareness; 2) analysis; and, 3) action. Before you can end a group conflict, you must have an *awareness* of what's happening. Is something wrong? What is the problem? Once you know there is a conflict, you can begin an *analysis* of it. What started the conflict? What are some ways the problem might be solved? Once you have thought up some solutions to the problem, you can put your ideas into *action*. Try the solution that seems best. If that doesn't work, try another solution. Group conflicts do not always end quickly. Sometimes you will have to try many solutions before you really solve the problem.

When you use a method like the Three-A Way, you have to use not only your thoughts but also your feelings. Be smart *and* understanding. Good thinking may not be enough to make two group members like each other. At the same time, being understanding may not be enough to help you make important business decision. What you think and what you feel are both very important when you are trying to end group conflicts.

Next is a closer look at the three steps of the Three-A Way.

1. Awareness

The first step of the Three-A Way is *awareness*. If you always know what's happening in your group, you will be able to see group conflicts as soon as they begin to come up. This will give you a chance to deal with such problems before they get too big to handle.

Being aware of a group conflict, however, means more than just seeing that something is wrong. It means that, as a group member, you understand that every group conflict is your business too. The group's problem is your problem. If you are willing to take responsibility for a group conflict this way, you will have stronger reasons for working with others to end the conflict once and for all.

Once you have seen a problem and made it your own business, try to figure out what kinds of values the conflict involves. Remember that every group member has a different set of interests and beliefs. Such differences are usually at work when a group has a conflict. To develop your understanding of the problem, you should sit down with the others and talk about the different interests and beliefs which may be involved.

2. Analysis

The second step of the Three-A Way is *analysis*. Once you are fully aware of a group conflict, you are ready to figure it out. Why did the problem come up? What started it? As you have already learned, there are at least five different kinds of group conflict:

1. task problems ("This job is impossible.");
2. person-to-person problems ("He's a real pain in the neck.");
3. organization problems ("I'm sorry. Rules are rules.");
4. personal problems ("I can't make the grade."); and,
5. society problems ("Why are you so prejudiced?").

When you have figured out the cause of the problem, you are ready to begin thinking about possible solutions. For example, if the conflict is being caused by the group's task, you can discuss how the group might change the task or change the way that it has been trying to do the task.

While you talk about ways to solve the problem, you should think about your resources. What resources will the group need to resolve the conflict? Do you have all those resources now? Can you get the resources that you don't have now? Not all the solutions that group members suggest will be possible. The group is limited by the number of resources it can use.

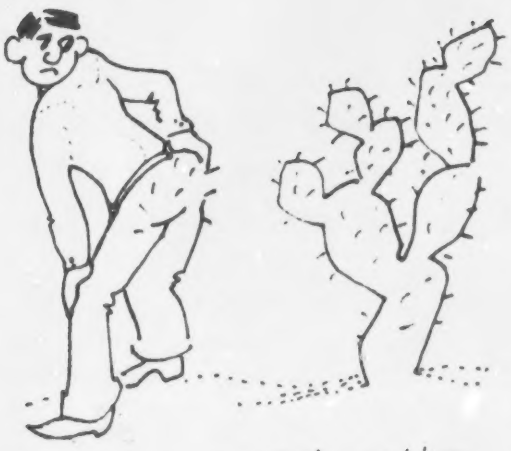
Any analysis of the problem should also include some thought about the future. What will happen later if we solve the problem this way? What will happen later if we solve the problem that way? What you decide to do now will change how the group will act in the future. Think ahead.

3. Action

The third step of the Three-A Way is *action*. After you have worked out a number of possible ways to solve a problem, you should decide which one seems best. The solution you pick should: a) end the conflict; b) help the group stick together; c) help the group do its job well; d) put the group one step closer to its goals; and e) help each group member in some way.

Before you put the best possible solution into action, you should decide exactly what must be done. Then you should divide up this work among the members so that each person in the group can use his own resources to help end the conflict.

But your plan into action, then watch the situation. Make sure that the solution you picked was really the best one. Make sure that the problem is really solved. Sometimes people find that discussing how to end an old conflict brings up new ones. If any new problems begin to come up, try to change the solution you picked or switch to another solution. Keep working on the situation until everything is back in order again.



Become aware of the problem...

Exercise 2. Planning to Solve a Problem

Tell students that they will have a chance to use the Three-A way of solving problems by participating in another role-playing exercise like the one in Activity 3. Instead of featuring students in a school, this role-play will be about a group of people who work in a city health center for Indians. They have a problem--they have to agree on a plan to use some money they badly need. Each of them also has his or her own problems and ideas.*

Reproduce and hand out pp. 69-72 in this book. These pages include brief description of the Health Center's problem, and descriptions of the people on the staff. You may want to read or summarize these descriptions yourself to save time and hand out one copy to each workgroup for reference, or you may give each student a copy to read.

Ask each workgroup to decide which group members will play which parts during the role play. Each student in a group should choose a different part. Advise students if necessary. When they have chosen, write down which students are playing which role in each group. Each group should also choose someone to act as "secretary" during their meeting.

Write on the board the following problems that the Health Center staff must solve:

1. Whose plan for using the money will they choose?
2. How can they make everyone feel good about the choice?

Make enough copies of the Role Sheets on pp. 73-77 so that they can be distributed to the appropriate characters in each work group. When the students have chosen their parts, give the role sheet for each role to the students playing it. Allow an extra ten minutes for the students to read their role sheets and think about how they will act during the role play. Remind the students not to share their role sheet with anyone else in the group.

Let each student take a few minutes to make notes on the plan he or she is going to propose. Suggest that they look at their character descriptions and role sheets to find out what each person cares about the most--that will give them an idea what that person would want to do with the money. Circulate among the groups and advise students if they are having difficulty. Give each group "secretary" a copy of the suggestions on p. 78 .

Arrange for the groups to do their role plays as far from each other as possible, as you did before, and move among them to keep an eye on the action. Students may find this simulation more difficult, since they are not familiar with the jobs or the setting. If time or student insecurity will make it hard to get through this simulation, you may have students discuss possible problems in this meeting and how to solve them, instead.

*If you have time and resources, you might want to show films, slides or film strips about health careers before students do the role playing. This will both introduce this career area, and give students more background from which to approach the simulation.

EXERCISE 2. PLANNING TO SOLVE A PROBLEM

WHO NEEDS $7,000?

The County Health Department has a problem. It has too much money. All together, it has $7,000 that it doesn't know how to use.

The Golden Valley Indian Health Center has a problem, too. It needs money. There are a lot of ways that the Health Center could put that $7,000 to good use.

Jim Whitebear is in charge of the Health Center. He knows that there will be many different groups trying to get that extra money. By law, the Health Department must give the $7,000 to the group which comes up with the best plan for using it.

But what is the best plan for using that money? How can the Health Center show that it needs the $7,000 more than the other groups?

There isn't much time to figure this out. By law, the Health Department must give the money away in less than one month. For this reason, Jim has called a quick meeting. He has asked everyone who works at the Health Center to come. At the meeting, they will talk about different plans for using the money. Each person will be asked to give one plan. Then the whole group will vote on the best one. The plan that the group picks will be the plan that Jim tells the Health Department. Hopefully, it will be the plan that helps the Health Center get that $7,000.

THE HEALTH CENTER STAFF

Eight people work at the Golden Valley Indian Health Center. They are all Indians. This is who they are:

1. Jim Whitebear, the Director of the Health Center

   Jim is in charge of the Health Center. He gets along well with other people, but he doesn't like doing a lot of desk work. Since he is the Director of the Health Center, he has many jobs: 1) to make sure that everything is going well; 2) to keep in touch with other groups that might help the Health Center; 3) to find money for the Health Center; and, 4) to watch over the members of the staff.

2. Larry or Lorraine Ross, the Secretary

   Larry or Lorraine has gone to college and has earned a degree in business. His/her jobs are: 1) to keep records and to do most of the other paper work for the Health Center; and, 2) to find volunteer doctors and other workers for the Health Center clinic.

3. Linda Marquez, a Community Health Worker

Linda has gone to high school and has worked part-time at an Indian Cultural Center. Now that she is working at the Health Center, her jobs are: 1) to help the Indian people in Golden Valley get good health services; 2) to drive patients to and from the clinic; 3) to help the doctors and nurses treat the patients and give them advice on how to stay well.

4. Mary Delaine, a Nurse

Mary has been a nurse for quite some time. She is in charge of the clinic. Her jobs are: 1) to treat patients with simple problems; and, 2) to help the doctors whenever it is necessary. Mary worked for the Indian Health Service on many reservations before moving to Golden Valley. Mary was one of the people who helped start the Health Center clinic.

5. Harrison Yellow Thunder, a Medic

Harry came to Golden Valley after he got out of the army. He used to be a medic in Viet Nam. He has a high school diploma, but has no health training outside that which he received in the Army. His jobs are: 1) to help the Nurse; 2) to do emergency First Aid; and, 3) to give simple tests to patients who come in for check-ups.

6. Felicia Crane, Director of the Health Family Project

Felicia is a Nurse. She has special training in how to take care of new mothers and mothers-to-be. Her jobs include: 1) working in the clinic with these women; 2) visiting their homes; and, 3) giving classes in family health.

7. Wilson Lenard, Director of the Alcoholics Program

Wilson is the oldest person at the Health Center. He used to be an alcoholic himself. Now he is in charge of the program which helps alcoholics in Golden Valley. His jobs are: 1) to help alcoholics at the Health Center; 2) to give rap sessions about alcoholism; 3) to work with the families of alcoholics; 4) to put alcoholics in touch with other groups that can also help.

8. Sally or Sam Rains, Director of the Dental Program

Sally or Sam was trained as a dental assistant. His/her jobs are: 1) to work as a dentist; 2) to give patients advice on how to take care of their teeth; 3) to give classes in dental education.

ROLE SHEET

Jim Whitebear, the Director of the Health Center

You really want the staff to come up with a good plan for that money. The Health Center needs $7,000 badly. You also want to show the Health Department that you and the staff have a lot of good ideas. You have heard stories lately that the Health Department thinks that the Health Center is being run by a "bunch of people who don't know what they're doing."

You would like to let the staff have a long meeting, but you're much too busy. You have three other meetings today as well as a lot of unfinished work. At the meeting, try to keep everything short. Don't let anybody talk too long.

You're good at running things. You think that your job at the meeting should be to help the group decide on the best plan for that money. You don't feel that you have to come up with a plan yourself.

ROLE SHEET

Larry (or Lorraine) Ross, the Secretary

You were brought up in the city. You've been to college and have become very Anglo in your ways. Still, you want to help Indian people as much as you can.

You try to do a good job at the Health Center office, but you think that Jim isn't fair in the way he treats you. It seems as though he's always too busy to do his job right and then, when something goes wrong, he blames it on you. You don't like the way he dumps work on you all the time--especially when they're jobs that *he* should be doing.

At the meeting, you are ready to tell Jim that you're sick and tired of the way he has been running things. This meeting, for example, seems like a big waste of time.

As far as the money goes, you don't think that $7,000 is enough money to spend a lot of time worrying about. The Health Center should be trying to get more money. If anything, the $7,000 could be used for a study to find out how the Health Center could get $100,000 or more money from somewhere else.

ROLE SHEET

Linda Marquez, a Community Health Worker

Your daughter has been very sick lately. Last night you were up all night with her. Now you are tired and the last thing you want to do is to sit here at this meeting. You don't believe that people should let their own problems get in the way of their work, though, so you won't tell anybody what is wrong.

Since you haven't had much sleep, you will get mad quite easily at the meeting. You're not in the mood for any more problems.

As far as the money goes, you haven't had time to come up with much of a plan. The only idea you had is to use the $7,000 to set up a program that would work with whole families and teach them how to keep well.

Mary Delaine, A Nurse

You have been working in health services longer than anybody else at the Health Center. Because of this, you sometimes think you're better than everybody else.

You used to work at Indian Health clinics on the reservations. Those clinics had good health services and a staff that was specially trained to work with Indians. Compared to that, the Health Center seems to be in pretty bad shape.

You think that the $7,000 should be used to buy equipment and to hire a better staff. You are so sure of this that you don't really want to listen to anybody else's ideas.

At the meeting, you will try to make the group do what you want them to do. You will try to get everybody to vote for your plan.

ROLE SHEET

Harrison Yellow Thunder, A Medic

You are very militant. You feel that the others on the staff--especially Mary--are too Anglo in their ways. You would like to see them take more pride in their Indian culture. You would also like to see them stand up more for their rights. This is the only way that the Health Center can become a better place for Indian people.

You work a lot with teenagers. You would like to see the $7,000 used to set up a special health center for them.

You think that some of the staff members don't like you because you are from another part of the country. At the meeting, you will get mad when people don't listen to your ideas. You think that the others are afraid to listen to the truth.

Felicia Crane, Director of the Health Family Project

You are very shy. You don't like talking when you are in a group. You also think that the others on the staff look down on you because your husband is not an Indian. At the meeting, you will be quiet most of the time.

You think that the $7,000 should be used to help families with new babies. This is something that the Health Department often gives money for. You know, however, that Linda doesn't agree with this idea. You are afraid of Linda a little bit and will not stand up for your idea if she says anything against you.

ROLE SHEET

Wilson Lenard, Director of the Alcoholics Program

You are the oldest member of the staff. You have lived on reservations most of your life and don't like living in the city now. You think that the younger members of the staff are too "pushy." They should listen more to the ideas of older people like yourself.

You are not very sure of yourself, however, because you have had a lot of problems in your life. You are not an alcoholic now, but your health is not very good and you are tired most of the time. At the meeting, you will try to make the others vote for your plan, but you will give up easily if the group begins to disagree with you.

You think that the $7,000 should be used to fix up the clinic for alcoholics. That part of the building is old and falling apart. It needs a lot of work.

Sally (or Sam) Rains, Director of the Dental Program

You know exactly what the $7,000 should be used for--the dental clinic. It needs the money more than any of the other parts of the Health Center. You don't understand why the others don't see this. At the meeting, you will be very strong. You will not let the others change your mind.

SUGGESTIONS FOR THE "SECRETARY"

The group:

AWARENESS:

1. realizes that there is a conflict.
2. admits that it is everyone's problem.
3. figures out what values are involved.

The group:

ANALYSIS

1. names the cause of the conflict.
2. decides what about it can be changed.
3. decides what resources and information they need and what resources and information they have.
4. talks about the pros and cons of possible decisions.

The group:

ACTION

1. chooses the best solution.
2. tries the best solution.
3. gives each person a job.
4. considers whether solution worked.
5. tries a new solution if first one did not work.

Review

After the role playing is over, discuss what happened with the students. Ask each group what kinds of conflicts came up, why they think they happened, and what they did about it.

Specifically, students should examine their group secretaries' notes on how they used the Three-A way of solving conflicts. Have them recall the brainstorming exercise they did in Activity 4, and discuss whether they think the Three-A way or brainstorming would be a better approach to problem-solving. They may decide one way is better or some kinds of problems, another way for others. To encourage constructive criticism, ask the members of each group to concentrate on what the group did best each time.

Using The Test

The test questions on the next four pages are intended to check student acquisition of the main points covered in this unit. If your presentation of this material has varied to any significant degree from what is in this book, you may want to add or replace questions on the test.

In addition to serving as a measure of student achievement, having students answer these questions can also serve as a useful review activity.

Sample answers appear on pp. 85-88.

Name _____

Date _____

QUESTIONS FOR STUDENTS WHO HAVE

FINISHED "COOPERATION"

1. Describe in a few words or a sentence or two what cooperation means to you, or draw a picture which shows people cooperating.

2. Have you ever been in a group where people got along so badly that it was hard to get any work done? In a few sentences, describe a situation like this.

3. Think about the situation you just described. Why weren't the people able to cooperate? What caused their problems?

4. What do you think could have been done to help those people cooperate? How could they have made it easier to get their work done?

5. Name three problems that often come up when people are working together in a group. Then suggest one solution for each one:

Example:

	Problem	Solution
	They don't have enough materials to do work	get more
a.	_____	_____
b.	_____	_____
c.	_____	_____

6. Betty and Freddy have been working together in a group. Every time Betty suggests how to do something, Freddy tells everyone that her idea is stupid. Then he tries to get everyone to do things his way. Why do you think Freddy acts this way. Name three possible causes for the way he acts.

   a.

   b.

   c.

7. Think about the three causes you just named. Which one of these would make it hardest to get Freddy to act better? Why?

8. Think about the three causes again. With which one of these would it be the easiest to get Freddy to act better? Why?

9. Think about the Three-A Way for resolving conflicts. Describe each of the three steps in this method. Use one sentence to describe each step.

Step 1:

Step 2:

Step 3:

10. One way a group can end conflicts is to choose someone to tell them what to do. Name three other ways a group can solve its problems:

a.

b.

c.

Sample Answers

Total possible points: 30

Name _____

Date _____

QUESTIONS FOR STUDENTS WHO HAVE

FINISHED "COOPERATION"

1. Describe in a few words or a sentence or two what cooperation means to you, or draw a picture which shows people cooperating.

   Any answer which indicates that cooperation means getting along with other people, working together, solving problems together, etc.

   Give 3 points for a good definition.

2. Have you ever been in a group where people got along so badly that it was hard to get any work done? In a few sentences, describe a situation like this.

   example: one person I worked with thought the leader should tell everyone what to do, but the others wanted the whole group to agree and wouldn't follow his orders.

   Give up to 3 points for a description which seems appropriate.

3. Think about the situation you just described. Why weren't the people able to cooperate? What caused their problems?

   example:
   The leader and the group had different ideas about how to make decisions. Where the leader came from, the boss had all the power, but the people he worked with believed a boss should just coordinate what the group wanted to do.

   Give up to 3 points for a description which explains the problem in #2.

4. What do you think could have been done to help those people cooperate? How could they have made it easier to get their work done?

example:
It might have helped if they had sat down and told each other how they were reacting, and tried to understand why. Perhaps they could have agreed on ways of working that involved some compromise by both sides. Give up to 3 points for an answer which is appropriate to the examples in # 2 and 3.

5. Name three problems that often come up when people are working together in a group. Then suggest one solution for each one:

Example:

Problem	Solution
They don't have enough materials to do work	get more

Examples:

	Problem	Solution
a.	*the organization has rules it is ~~hard to work with~~*	*get someone to make an exception*
b.	*the way you've been trying to do ~~the job doesn't work~~*	*try another way of doing it*
c.	*people are fighting because they don't understand each other*	*get people to explain how they feel and why*
	one person in group is prejudiced against another	*help both to understand why people get prejudiced, and how prejudices can be wrong*
	one person is hard to work with	*find out if he has a problem and help him solve it*
	you are having trouble with the job	*look at your own health, attitude, values, etc. to see if there is anything you can change.*

Possible 3 points.

6. Betty and Freddy have been working together in a group. Every time Betty suggests how to do something, Freddy tells everyone that her idea is stupid. Then he tries to get everyone to do things his way. Why do you think Freddy acts this way. Name three possible causes for the way he acts.

examples:

a. *He doesn't think women should try to run things.*

b. *He doesn't like Betty because of politics, race, or religion, or because they've had arguments before, she's his ex-girlfriend, etc.*

c. *He has personal problems (illness, family, fatigue, etc.) that make him especially grouchy*

Three possible points.

7. Think about the three causes you just named. Which one of these would make it hardest to get Freddy to act better? Why?

There is no single right answer-- the student's own background and feelings will lead him to choose one or another reason. Answers should be given 1 to 3 points on the basis of appropriateness to the problem cause given in #6, and the reasoning as to why that kind of cause would be hardest to deal with.

8. Think about the three causes again. With which one of these would it be the easiest to get Freddy to act better? Why?

The same criteria should be used here as you used for judging #7.

9. Think about the Three-A Way for resolving conflicts. Describe each of the three steps in this method. Use one sentence to describe each step.

3 pts.
examples:

Step 1: *Be aware that there is a problem. or-- See that something is wrong and decide to try and do something about it.*

Step 2: *Analyze the problem. or-- Figure out what kind of problem it is, what caused it, and some possible solutions.*

Step 3: *Take action on the problem. or-- Pick a solution that will end the conflict and help the group do its job, and use it.*

Any answers that seem to express the essence of the description on pp. 65-67 should be accepted.

Three points.

10. One way a group can end conflicts is to choose someone to tell them what to do. Name three other ways a group can solve its problems:

a. *They can talk the problem over until everyone agrees on what to do (consensus).*

b. *Some of the people can give in on certain points, and others can give in on others, until they have a solution everyone can accept (compromise).*

c. *They can find some way of changing the situation that is causing the conflict.*

Students may also offer the five kinds of problem solutions described on pp. 59-60. These solutions should also be accepted.

Three points.

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